



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2009
Code: 12421670
SAU: MSAD 48
School: Sebasticook Valley Middle Scho

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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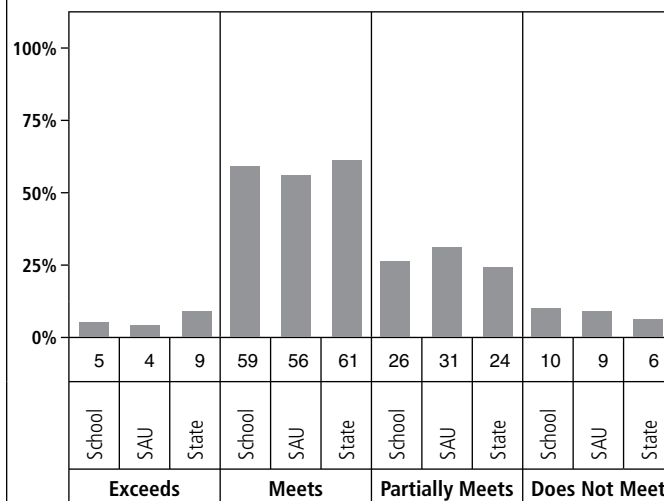
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: MSAD 48
School: Sebasticook Valley Middle Scho

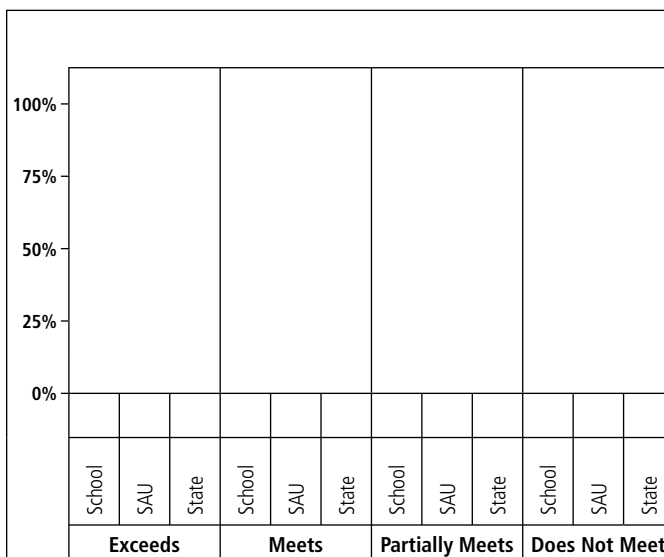
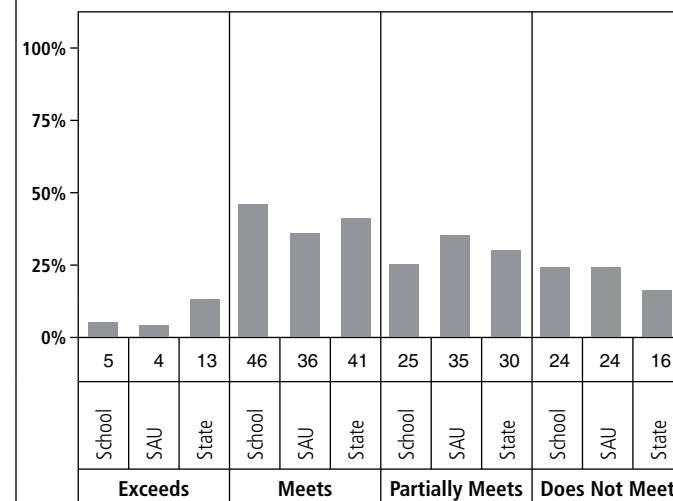
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	640	641	646
2007–2008	647	645	648
2008–2009	644	643	647
Cum. Avg.*	643	643	647
Mathematics			
2006–2007	639	638	643
2007–2008	641	640	642
2008–2009	639	636	643
Cum. Avg.*	640	638	643

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 6
SAU: MSAD 48
School: Sebasticook Valley Middle Scho

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	92	100	164	100	14251	100	92	100	162	99	14150	99	92	100	162	99	14156	100						
Ethnicity African American/Black	2	2	2	1	421	3	2	100	2	100	412	98	2	100	2	100	415	99						
American Indian or Native Alaskan	0	0	2	1	128	1	0	0	2	100	127	99	0	0	2	100	128	100						
Asian or Pacific Islander	3	3	3	2	212	1	3	100	3	100	210	99	3	100	3	100	212	100						
Hispanic	0	0	1	1	181	1	0	0	1	100	177	98	0	0	1	100	178	99						
Caucasian/White	87	95	156	95	13309	93	87	100	154	99	13224	100	87	100	154	99	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	16	17	30	18	2468	17	16	100	29	97	2423	99	16	100	29	97	2426	99						
Current LEP	0	0	1	1	341	2	0	0	1	100	330	97	0	0	1	100	338	99						
Economically disadvantaged	46	50	91	55	5780	41	46	100	90	99	5724	99	46	100	90	99	5725	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	57	62	93	57	11369	80	58	63	94	57	11373	80						
Identified disability (PET/IEP)	1	2	1	1	355	3	1	2	1	1	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	0	0	0	0	172	2	0	0	0	0	175	2						
Participation with accommodations	35	38	68	41	2594	18	34	37	67	41	2605	18						
Identified disability (PET/IEP)	15	43	27	40	1881	73	15	44	27	40	1877	72						
LEP	0	0	1	1	155	6	0	0	1	1	161	6						
504 plan	1	3	2	3	74	3	1	3	2	3	71	3						
Other	19	54	38	56	519	20	18	53	37	55	532	20						
Participation through alternate assessment (PAAP)	0	0	1	1	187	1	0	0	1	1	178	1						
Identified disability (PET/IEP)	0	0	1	100	187	100	0	0	1	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	26	0	0	0	0	0	25	0						
Non-participation – other	0	0	2	1	75	1	0	0	2	1	70	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 6
SAU: MSAD 48
School: Sebasticook Valley Middle Scho

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	1	1	2	1	1132	8
	2007-2008	2	3	2	2	1817	13
	2008-2009	5	5	6	4	1309	9
	Cum. Total*	8	3	10	2	4258	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	35	36	62	39	8127	57
	2007-2008	53	71	80	63	8072	57
	2008-2009	54	59	90	56	8564	61
	Cum. Total*	142	54	232	52	24763	59
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	48	50	75	47	3549	25
	2007-2008	19	25	40	32	3194	23
	2008-2009	24	26	50	31	3291	24
	Cum. Total*	91	35	165	37	10034	24
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	12	13	21	13	1478	10
	2007-2008	1	1	4	3	981	7
	2008-2009	9	10	15	9	799	6
	Cum. Total*	22	8	40	9	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	31.6	56.4	30.5	54.5	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	10.9	54.5	10.5	52.5	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	20.7	57.5	20.0	55.6	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: MSAD 48
 School: Sebasticook Valley Middle Scho

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	92	5	5	54	59	24	26	9	10	644	161	4	56	31	9	643	13963	9	61	24	6	647
Ethnicity																						
African American/Black	2										2						403	5	46	34	15	641
American Indian or Native Alaskan	0										2						125	4	49	38	10	642
Asian or Pacific Islander	3										3						206	18	56	20	6	649
Hispanic	0										1						174	5	55	33	7	644
Caucasian/White	87	4	5	51	59	23	26	9	10	644	153	3	56	31	10	643	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	16	0	0	5	31	6	38	5	31	635	28	0	29	46	25	635	2236	1	30	48	22	637
No	76	5	7	49	64	18	24	4	5	646	133	5	62	28	6	645	11727	11	67	19	3	649
Current LEP																						
Yes	0										1						322	2	39	37	21	638
No	92	5	5	54	59	24	26	9	10	644	160	4	56	31	9	643	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	46	0	0	23	50	15	33	8	17	640	89	0	45	40	15	640	5617	4	54	33	9	643
No	46	5	11	31	67	9	20	1	2	648	72	8	69	19	3	648	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	92	5	5	54	59	24	26	9	10	644	161	4	56	31	9	643	13959	9	61	24	6	647
Gender																						
Female	41	4	10	27	66	9	22	1	2	648	71	7	62	25	6	646	6743	13	63	20	4	649
Male	51	1	2	27	53	15	29	8	16	642	90	1	51	36	12	641	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	0	0	2	22	5	56	2	22	635	18	0	28	50	22	636	1408	4	41	43	12	641
No	83	5	6	52	63	19	23	7	8	645	143	4	59	29	8	644	12555	10	64	21	5	648
Gifted/talented program																						
Yes	0										1						636	39	59	2	0	659
No	92	5	5	54	59	24	26	9	10	644	160	4	56	31	9	643	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: MSAD 48
School: Sebasticook Valley Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	10	0	0	4	44	4	44	1	11	640	11	0	35	53	12	638	6	5	47	32	16	642
B. less than one hour	62	5	9	33	58	13	23	6	11	646	65	6	53	31	11	644	59	9	62	24	5	647
C. one to two hours	25	0	0	16	70	6	26	1	4	644	23	0	76	22	3	645	32	11	64	21	4	648
D. more than two hours	3	0	0	1	33	1	33	1	33	637	2	0	33	33	33	637	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	30	2	7	19	68	5	18	2	7	647	36	3	64	28	5	645	31	17	66	14	3	651
B. good	43	3	8	25	63	9	23	3	8	646	40	6	54	28	12	644	48	8	64	23	5	647
C. fair	18	0	0	6	35	9	53	2	12	638	19	0	47	47	7	639	18	2	48	40	10	641
D. poor	8	0	0	4	57	1	14	2	29	641	5	0	50	25	25	641	2	1	34	47	18	638
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	49	3	7	26	58	11	24	5	11	645	36	5	53	33	9	644	38	13	65	18	3	650
B. They match some of what I have learned.	41	2	5	27	71	8	21	1	3	646	50	4	65	25	6	645	49	8	63	24	5	647
C. They match just a little of what I have learned.	8	0	0	1	14	3	43	3	43	634	12	0	30	45	25	636	10	5	48	36	11	642
D. There is no match.	2	0	0	0	0	2	100	0	0	633	1	0	0	100	0	633	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	13	1	8	7	58	2	17	2	17	643	14	5	50	27	18	640	16	7	52	30	11	644
B. about the same as my regular schoolwork	64	3	5	36	62	15	26	4	7	645	64	4	61	27	8	644	66	10	64	22	4	648
C. easier than my regular schoolwork	23	1	5	10	48	7	33	3	14	643	22	3	46	43	9	642	17	11	61	22	5	648
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	12	0	0	4	36	3	27	4	36	637	8	0	31	38	31	636	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	56	2	4	31	61	15	29	3	6	644	58	3	59	32	7	644	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	32	3	10	18	62	6	21	2	7	648	34	5	56	29	9	644	35	16	67	14	3	651
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	40	4	11	16	44	12	33	4	11	644	39	8	48	37	6	644	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	56	1	2	36	71	10	20	4	8	645	57	1	62	27	10	643	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	2	50	1	25	1	25	641	4	0	57	14	29	640	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	19	2	12	11	65	4	24	0	0	649	20	6	56	34	3	645	23	15	65	16	4	650
B. 20 minutes to an hour	32	2	7	17	59	8	28	2	7	646	33	6	60	29	6	645	49	10	64	22	4	648
C. less than 20 minutes	19	1	6	13	76	2	12	1	6	648	18	4	71	14	11	645	11	6	58	29	7	645
D. I rarely read at home.	30	0	0	12	44	10	37	5	19	639	30	0	43	43	15	639	17	2	51	36	11	642
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										100	0	0	100	0	632						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 6
SAU: MSAD 48
School: Sebasticook Valley Middle Scho

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	4	4	10	6	2092	15
	2007-2008	2	3	3	2	1474	10
	2008-2009	5	5	7	4	1807	13
	Cum. Total*	11	4	20	4	5373	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	40	42	62	39	5731	40
	2007-2008	36	48	52	41	6008	43
	2008-2009	42	46	58	36	5662	41
	Cum. Total*	118	45	172	38	17401	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	25	26	50	31	4175	29
	2007-2008	27	36	54	43	4244	30
	2008-2009	23	25	57	35	4219	30
	Cum. Total*	75	29	161	36	12638	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	27	28	38	24	2308	16
	2007-2008	10	13	17	13	2346	17
	2008-2009	22	24	39	24	2290	16
	Cum. Total*	59	22	94	21	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	27.9	49.8	26.0	46.4	30.6	54.6
A. Number	18	32	9.4	52.2	8.7	48.3	10.3	57.2
B. Data	12	21	5.7	47.5	5.1	42.5	6.6	55.0
C. Geometry	14	25	6.8	48.6	6.5	46.4	7.3	52.1
D. Algebra	12	21	6.0	50.0	5.6	46.7	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 6
SAU: MSAD 48
School: Sebasticook Valley Middle Scho

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	92	5	5	42	46	23	25	22	24	639	161	4	36	35	24	636	13978	13	41	30	16	643
Ethnicity																						
African American/Black	2										2						406	4	26	36	34	633
American Indian or Native Alaskan	0										2						126	4	29	40	28	635
Asian or Pacific Islander	3										3						208	18	47	23	12	647
Hispanic	0										1						175	5	31	41	23	638
Caucasian/White	87	4	5	39	45	22	25	22	25	638	153	4	35	35	25	636	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	16	0	0	5	31	2	13	9	56	630	28	0	21	25	54	627	2248	3	18	33	46	629
No	76	5	7	37	49	21	28	13	17	641	133	5	39	38	18	638	11730	15	45	30	11	646
Current LEP																						
Yes	0										1						331	3	22	35	40	631
No	92	5	5	42	46	23	25	22	24	639	160	4	36	35	24	636	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	46	0	0	13	28	17	37	16	35	632	89	0	19	52	29	631	5620	6	33	37	25	637
No	46	5	11	29	63	6	13	6	13	646	72	10	57	15	18	643	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	92	5	5	42	46	23	25	22	24	639	161	4	36	35	24	636	13974	13	41	30	16	643
Gender																						
Female	41	3	7	18	44	13	32	7	17	641	71	6	34	39	21	637	6738	12	40	32	16	642
Male	51	2	4	24	47	10	20	15	29	637	90	3	38	32	27	636	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	0	0	1	11	3	33	5	56	624	18	0	11	33	56	625	1410	3	24	41	32	634
No	83	5	6	41	49	20	24	17	20	641	143	5	39	36	20	638	12568	14	42	29	15	644
Gifted/talented program																						
Yes	0										1						637	65	32	3	0	665
No	92	5	5	42	46	23	25	22	24	639	160	4	36	36	24	636	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 6
SAU: MSAD 48
School: Sebasticook Valley Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	10	1	11	2	22	4	44	2	22	636	11	6	18	41	35	632	6	7	32	28	32	636
B. less than one hour	62	3	5	28	49	12	21	14	25	639	65	5	37	33	26	636	59	13	41	30	16	643
C. one to two hours	25	1	4	10	43	7	30	5	22	640	23	3	41	43	14	639	32	14	41	31	14	644
D. more than two hours	3	0	0	2	67	0	0	1	33	633	2	0	67	0	33	633	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	18	5	29	10	59	1	6	1	6	653	19	23	48	16	13	647	30	27	45	18	9	651
B. good	38	0	0	22	63	11	31	2	6	643	35	0	51	35	14	639	46	9	45	31	15	643
C. fair	32	0	0	8	28	7	24	14	48	631	35	0	21	42	37	630	20	2	29	43	26	635
D. poor	12	0	0	2	18	4	36	5	45	625	10	0	13	50	38	627	4	1	15	46	38	630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	44	3	8	18	45	8	20	11	28	639	38	7	38	28	28	637	35	18	42	27	13	646
B. They match some of what I have learned.	36	1	3	18	55	11	33	3	9	641	43	3	39	43	14	638	50	11	43	31	15	643
C. They match just a little of what I have learned.	15	0	0	5	36	3	21	6	43	635	16	0	27	35	38	632	13	8	31	36	26	638
D. There is no match.	4	0	0	1	25	1	25	2	50	623	3	0	25	25	50	623	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	25	0	0	12	52	3	13	8	35	637	24	0	37	39	24	636	32	7	40	34	20	640
B. about the same as my regular schoolwork	59	5	9	25	46	14	26	10	19	641	64	7	36	34	23	637	56	13	42	30	15	644
C. easier than my regular schoolwork	15	0	0	4	29	6	43	4	29	633	12	0	32	37	32	632	12	31	36	20	13	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	42	3	8	20	51	6	15	10	26	640	43	6	43	31	20	639	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	55	2	4	22	43	16	31	11	22	639	53	3	33	38	26	636	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	0	0	1	50	1	50	625	3	0	0	40	60	618	4	12	28	32	28	638
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	8	0	0	2	29	0	0	5	71	619	6	0	20	20	60	622	6	8	29	29	34	635
B. 30–45 minutes	46	1	2	18	43	14	33	9	21	637	35	2	37	39	23	636	33	10	37	34	19	641
C. 45–60 minutes	46	4	10	21	50	9	21	8	19	643	57	7	37	34	22	638	45	15	44	29	12	645
D. more than 60 minutes	1	0	0	1	100	0	0	0	0	648	2	0	33	67	0	637	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	30	2	7	15	56	5	19	5	19	642	23	5	46	27	22	638	9	14	35	29	22	641
B. two or three days a week	35	1	3	13	41	8	25	10	31	636	37	3	32	39	25	635	26	15	40	30	16	644
C. two or three times each month	20	1	6	8	44	6	33	3	17	640	22	3	34	40	23	636	31	13	43	30	14	644
D. never or almost never	15	1	7	6	43	4	29	3	21	640	18	7	34	34	24	637	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	15	1	7	4	29	3	21	6	43	632	13	5	24	29	43	631	17	8	35	33	24	639
B. two or three days a week	29	0	0	17	63	4	15	6	22	642	24	0	50	29	21	639	28	13	42	30	15	643
C. two or three times each month	28	3	12	7	27	10	38	6	23	637	37	8	25	46	20	636	31	15	43	30	13	645
D. never or almost never	27	1	4	14	56	6	24	4	16	642	27	2	44	30	23	637	23	14	39	30	17	643
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										100	0	0	0	100	622						
D.	0										0											

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